

**Redesigning Teacher Preparation:**  
**Collaborative Programs in General and Special Education**  
Technical Information  
November 14, 2007 1-3 pm ET

**Satellite Downlink Information**

**TIME:** 1:00 p.m. – 3:00 p.m. ET  
12:00 p.m. – 2:00 p.m. CT  
11:00 a.m. – 1:00 p.m. MT  
10:00 a.m. – 12:00 p.m. PT

**Test Time:** 12:30- 1:00 p.m. ET

**Satellite:** Galaxy-26C (Formally IA-6)

**Transponder:** 5

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**Originating Site:** WQED Studio

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# Collaborative Programs in General and Special Education

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## Presentation Outline

- Setting the Context
  - Historical Overview
  - Why Revisit Collaboration Now?
  - Intersections
- Action Guide
  - Typology of Collaborative Teacher Education Models/Vignettes
  - Considerations/Self-Assessments
- National Landscape
  - Teacher Education
  - Licensure
- Major Questions



## Setting the Context: Historical Overview



- Earliest collaborative efforts focused on preparing general education teachers – Dean's Grants in 1974
- Unidirectional – focused only on what general education teachers needed to know
- Dean's Grants ended in 1982 and *some* collaborative efforts continued
- Other IHEs failed to address collaborative programs at all, and still do not at present

## Setting the Context: Why Revisit Collaboration Now?



- Longstanding national commitment – from 1975
- Years of educating many to most students with disabilities in general education classrooms for much of the school day
- PK-12 school practices like co-teaching and RTI are receiving greater and greater focus; teachers may not be prepared to engage in these practices

## Setting the Context: Why Revisit Collaboration Now?



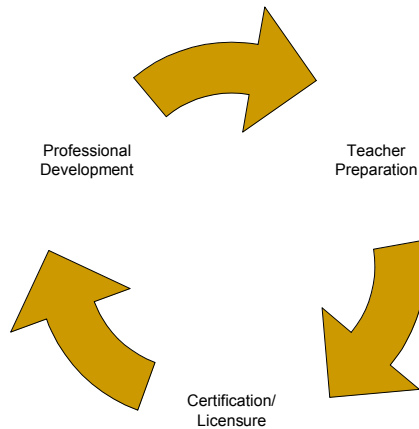
- Multiple levers for change have converged (NCLB, IDEA) around:
  - Content preparation for special education
  - Increased knowledge and skills for general education teachers working with students with disabilities
- Knowledge/research has accrued about teacher education to guide program redesign

## Setting the Context: Intersections



- Between general and special education
  - Classroom diversity
  - Content
  - Practice
- Between teacher preparation and school practice
  - Reality of schools
  - Practice sites
- Between policy, practice, and preparation
  - Teacher Education requirements
  - Licensure structures

## Setting the Context: Intersections



## Action Guide: Addressing Intersections



*Collaborative Programs in General and  
Special Education: An Action Guide for  
Higher Education and State Policymakers*

[www.ccsso.org/intasc/ctq](http://www.ccsso.org/intasc/ctq)

## Action Guide



- Funded by the Center for Improving Teaching Quality (CTQ), with partners INTASC, NASDSE, AACTE
- Developed as a resource to advance the dialogue regarding how best to prepare all teachers for working with students with disabilities – a national issue that remains unresolved
- Addresses the long-term need to clarify terminology and sort out inconsistencies – for both teacher education models and licensure approaches

## Action Guide



- **Section 1:** A Typology of Dominant Models in Collaborative Teacher Education -- Vignettes
- **Section 2:** Critical Dimensions of Program Development -- Self-assessments and Core Strategies for Higher Education and for State Policymakers

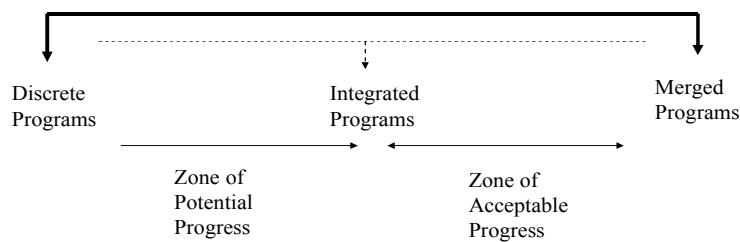
## Typology of Dominant Models\*



- **Discrete:** Absence of or limited collaboration; independent curriculum in special and general education
- **Integrated:** Ongoing programmatic collaboration; integrated, complementary curricular components from general and special education
- **Merged:** Ongoing programmatic collaboration; single preservice curriculum for both general and special education

*\*Different terms used*

## Program Models: Continuum of Collaboration



## Discrete Model – Description



***General and special education programs are separate from one another and retain separate identities***

- An absence of any real coordination across general and special education
- Special education offers a course (or a few) to general education (e.g., introduction, inclusion)

## Discrete Model - Description



- No real coordination to build in content knowledge (for special education) or sufficient knowledge, skills, and dispositions needed by general education teachers to work with students with disabilities
- Graduates of programs obtain separate licenses; if students obtain a second license, it can be cumbersome and lengthy



## Integrated Model - Description



***General and special education programs systematically complement and/or build upon one another, but retain own identity***

- Intentional and coordinated program-level effort to accomplish the level of curricular overlap that the general and special education faculty desire to achieve
- Coordinated effort to build in content knowledge and the knowledge, skills, and dispositions needed by teachers to work with students with disabilities -- occurs in multiple segments of the general and special education programs

## Integrated Model - Description



- Coordinated effort to develop common performance and portfolio assessments for areas where curricula overlap
- Targeted courses provide opportunities for students to engage in collaborative work/projects and field experiences assure exposure to collaborative activity
- Graduates exiting programs may obtain a single license (mostly in general education) with an endorsement (special education) or two licenses - with one usually building on the other

## Merged Model - Description



***General and special education program content is offered in one single curriculum that is completely integrated – all courses and field experiences***

- Intentional, coordinated overlap resulting in a single preservice curriculum for all students in general and special education
- Coordinated effort to develop common performance and portfolio assessments throughout the curriculum

## Merged Model - Description



- Courses and field experiences offer opportunities for collaborative work and activity throughout the curriculum
- Graduates of the program may obtain a single general education license, a general education license with an endorsement in special education, or two licenses (general education and special education)

## Integrated and Merged Models



### Integrated

- GE and SPE curriculum complement/build on each other
- Intentional and coordinated
- SPE license complements/builds on base license

### Merged

- Single undergraduate curriculum for GE and SPE
- Intentional and coordinated
- Two licenses, one in GE and one in SPE

## Vignettes: Integrated and Merged Models



### Integrated

- Teachers College, Columbia University
- Pacific Lutheran University (Tacoma)
- University of Wisconsin, Milwaukee
- University of Florida
- University of Colorado-Denver

### Merged

- Syracuse University
- Providence College
- University of Saint Francis (Fort Wayne)
- Indiana University
- University of Nevada, Reno
- University of Southern Maine

## **Integrated Program: Teachers College, Columbia**



- Title: Elementary Inclusive Education
- Elementary curriculum integrated with special education content and field experiences (done in inclusive settings) – concludes with master's
- Licensure: Elementary, Grades 1-6
- The program is the basis for adding (with one more semester) SPE licensure across all disabilities at same grade level

## **Integrated Program: Pacific Lutheran University**



- Title: Dual Elementary and Special Education UG Program (Reflects characteristics of *Integrated* in Action Guide typology)
- Elementary curriculum integrated with special education content – 128 credits
- Licensure: K-8 Elementary
- Endorsement in SPE (P-12) with addition of 7 courses

## Integrated Programs: Critical Dimensions



- Curriculum Coherence: Significant degree of curricular overlap (e.g., methods, field exp)
- Depth of Knowledge: More curriculum space; standards
- Program Identity: Programs in general and special education maintain stronger identity
- PK-12 Partnerships: Strong; basis for some program changes
- Faculty collaboration: Strong; ongoing
- Licensure: Complements/builds on; MM focus

## Merged Program: Indiana University



- Title: Teaching All Learners (TAL)
- Single UG curriculum; 130 credits
- Cohorts (48-50 students annually)
- Blocked course sequences; electives limited
- Faculty meet at least twice each semester to coordinate program
- Licensure: General K-6 *and* SPE-Mild Interventions K-6

## **Merged Program: University of Saint Francis**



- Title: Middle/Secondary Education and Special Education
- Single UG curriculum: 128 credits
- Co-taught core courses; subject matter and special education courses coordinated, not co-taught
- Subject Matter Areas: Most
- Licensure: Subject Matter Area 6-12 *and* SPE-Mild Interventions 6-12

## **Merged Program: University of Nevada, Reno**



- Title: Integrated Elementary/Special Education (reflects characteristics of Merged in Action Guide typology)
- Single UG curriculum; 128 credits
- Admits in cohorts; blocked course sequences; intense field experiences
- Themes used to ensure program coherence
- Licensure: Elem K-8 *and* SPE K-12/MM

## Merged Programs: Critical Dimensions



- Curriculum Coherence: Single, fully combined curriculum; strong PK-12 partnerships
- Depth of Knowledge: Curricular space may be limited; standards
- Program Identity: One program
- PK-12 Partnerships: Strong
- Faculty Collaboration: Strong; ongoing
- Licensure: One in General Education and one in Special Education – focus on MM

## Self Assessments and Critical Dimensions



- Self-Assessment Forms for Higher Education Programs and for State Policymakers
- Critical Dimensions (e.g., faculty collaboration, depth of knowledge) are basis for Self-Assessment
- Rate critical dimensions at one of three levels: *entry*, *developing*, and *high*

## Some Conclusions



- Discrete programs not consistent with long-term commitments or the realities of schools; HQT issues
- Integrated and Merged programs are in place; most significant issue seems to be addressing *depth of knowledge* in 4-year programs
- Specialist conceptions may ease the identity issue for special education
- Licensure varies; can influence teacher education – and vice versa

## National Landscape: Teacher Education Trends



- Discrete Models for General Education and for Special Education are still in great numbers
  - Issue: General Education teachers still unprepared to work with all students (e.g., one-course approach)
  - Issue: Special Education teachers not always meeting HQT (e.g., no content preparation)
- Integrated and Merged Models exist, but are smaller in number -- but growing
  - Issue: Inconsistent approaches
  - Issue: Notion of specialists and expertise (depth of knowledge)



## National Landscape: Teacher Education Research



“...the logical and normative knowledge base for teacher education is deep and richly developed, but the empirical knowledge is very thin...”

Daniel Fallon (2006)  
Chair, Education Division  
Carnegie Corporation

## National Landscape: Teacher Education Research



AERA Panel (2005):

- Research base maturing
- Some support
  - Impact of content knowledge
  - Importance of alignment of/coherence between pre-service and induction practices
- Have exemplars of case studies of teacher education programs (NCREST)

## National Landscape: Licensure Trends



- Many states still require *a* course in special education for general education
- Most states have moved special education licensure *from* categories
- Some states using grade levels to align general and special education
- No research to support types of licensure

## Major Questions



- How does collaboration in teacher education impact the teacher shortage situation?
- How do professionals assure the best outcomes for children?
- How can the intersections be addressed? By teacher educators? By policymakers? By school personnel?

## References: Selected; Provide Overview



- Action Guide
  - [www.ccsso.org/intasc/ctq](http://www.ccsso.org/intasc/ctq)
- Teacher Education
  - AERA Panel/Book: Cochran-Smith, M., & Zeichner, K. (Eds.) (2005). *Studying teacher education: The report of the AERA Panel on Research in Teacher Education*. Mahwah, NJ: Lawrence Erlbaum Associates
  - COPPSE (Center on Personnel Preparation in Special Education), University of Florida, <http://www.education.ufl.edu/copsse>
  - Wilson, S.M., Floden, R.E., & Ferrini-Mundy, J. (2002). Teacher preparation research: An insider's view from the outside. *Journal of Teacher Education*, 53, 190-204.